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ABSTRACT

The Arab Bureau of Education for the Gulf States (ABEGS) is a regional organization for education, culture, and science founded in 1975 in Riyadh, Saudi Arabia. This paper examines the goals, objectives, and accomplishments of ABEGS, its background; its organizational structure; its major accomplishments; and its future plans in the fields of education, culture, and science. The ABEGS was established to assist in the development and innovation of education in the region. Several factors, including religion, culture, history, demography, language, ethnic ties, and economic development, were considered in its establishment. The organization consists of central administration, specialized departments, and specialized organs. The major accomplishments, with emphasis on the development of curricula, include a common educational philosophy, joint educational programs, an intermediate educational plan, cooperative agreements with Arab and international organizations, and establishment of the Arabian Gulf University. Future plans for the region include unification in all aspects of education and training, and establishment of publishing houses and a communication network. (DWH)

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ARAB BUREAU OF EDUCATION FOR THE GULF STATES

Its Role in the Development of Education

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I. Introduction

The Arab Bureau of Education for the Gulf States (ABEGS) is a regional organization for education, culture, and science. It was founded in 1975 in Riyadh, Saudi Arabia, the present site of its headquarters. ABEGS has seven member countries, all of which border on the Arabian Gulf: (1)

The State of Bahrain
The State of Kuwait
The Republic of Iraq
The Sultanate of Oman
The State of Qatar
The Kingdom of Saudi Arabia
The United Arab Emirates

The main goals of the Bureau are: (2)

1. Coordinating, integrating and unifying efforts by member states in the fields of education, culture, and science;
2. Reinforcing unity among the Gulf people and strengthening their cultural ties and links;
3. Establishing an educational system on a scientific basis with clearly stated goals;
4. Creating joint educational centers and institutions;
5. Improving the international image of the Gulf region, strengthening cultural ties and links, and stressing the Arab Islamic character of the region.

This paper examines the goals, objectives, and accomplishments of the Bureau. Background information in Part II focuses on the factors that led to the creation of the Bureau. Part III provides a detailed discussion of the Bureau's organizational structure, while Part IV presents some of the Bureau's major accomplishments. Finally, Part V concludes with a discussion of the Bureau's future directions in the fields of education, culture, and science. References follow under item VI.

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(1) Regulations of Arab Bureau of Education for the Gulf States published in 1983 by ABEGS; page 12

(2) Ibid, page 13

II. Background

The Arab Bureau of Education was established to assist in the development and innovation of education with respect to religion, culture, history, demography, language, ethnic ties, and economic development. The importance of each of these factors in the ideals of the Bureau is briefly discussed below.

Religion and Culture

Islam, the dominant religion in the Arabian Gulf region, not only establishes a pattern for personal daily life, but also regulates various aspects of human interaction by laying the foundation for social, political, legal, and economic systems. Islam, therefore, provides a strong base for the region's stable ideological identity at a time when many parts of the world are suffering from complex and frequent ideological struggles. Whatever social or ideological change might have taken place in the region through its interaction with the world at large, there remains a firm unity of thought and social bond that permeates all aspects of social life, and which stems from the rules and practice of Islam.

History

Although little is known about the region before the advent of Islam, the areas of the present-day Arab Gulf States have held a regional historical commonality. As Islam spread over the Arabian peninsula, the people of the Gulf played an increasingly important role in the propagation of the faith, especially to Asia and Africa. During the Umayyad (661-750) and the Abbasid (750-1258) periods, the Gulf region was part of the larger Arab and Islamic state in its golden time. After the fall of Baghdad in 1258 and the destruction brought upon by Tartar and Mongol, the Gulf heritage was severely affected. The Ottoman conquests in the east and the colonial adventures around the world had a serious effect on the region, whose states developed in isolation while preyed upon by colonialists.

Only the Kingdom of Saudi Arabia was spared occupation under colonialist powers, in spite of the fact that it was the center of Islam and the theatre of many historical events. Through peace and war, a strong unity in the Arab Gulf States developed, which is reflected in the people's united efforts and mutual cooperation toward continued development and improvement, while upholding religious and cultural traditions.

Demography (1)

The combined population of the Bureau's member states is approximately 26 million. It is distributed among individual states as follows:

The State of Bahrain	0.28 million
The State of Kuwait	1.13 "
The Republic of Iraq	12.17 "
The Sultanate of Oman	1.50 "
The State of Qatar	0.21 "
The Kindgom of Saudi Arabia	9.51 "
The United Arab Emirates	0.86 "

There are many demographic features and trends common to all of the states. For example, approximately one half of the populations are under fifteen years of age, reflecting the high growth rates (approximately 4 %). Also, if compared to other Arab countries, illiteracy rates are rather high, especially among the female population. This partly reflects the fact that a considerate portion of the population in some of these states is still leading a nomadic lifestyle. Overall, these and other demographic features are indications of the similarity of customs and beliefs, from which stem a strong sense of unity and brotherhood among the Arabs of the Gulf.

Language

Arabic is the official language of the Arab Gulf States since the known history of the area. It is the language which dominates in social, commercial, educational, and industrial aspects of life. It is used in the government circles and the schools, as well as in the communications media: radio, television, newspapers, and maga-

(1) a. Education and Needs of the Society in the Arab Gulf States - a study submitted by Dr. M.A. Rasheed to the Symposium on "Oil Revenues and their impact on Development in the Gulf States" held in Exter University, U.K. 1982; pages 8 & 9 (in English)

b. Higher Education & Development in the Gulf States - a workpaper submitted by Arab Bureau of Education for the Gulf States to the "First seminar on Thought attended by Arabian Gulf universities Rectors (Bahrain, 1982) pp.32-33

zines. Outside the Arab world, Arabic is also becoming an increasingly important language as reflected by its usage in leading international and regional organizations such as the United Nations, UNESCO, OIC, and others.

It should be noted, however, that although there is only one Arabic language, each area or state has a unique spoken dialect with colloquial expressions and cultural perspectives. Nevertheless, the regional dialects are quite similar and neither impede the understanding of spoken Arabic, nor effect the use of written Arabic. Therefore, the use of local dialects does not interfere with professional communication.

Consequently, the Arabic language is one of the strongest pillars of unity among the Gulf States, and among Arab countries in general. This common language has precipitated efforts to coordinate and unify work in the field of education, which will in turn expand upon the importance of the Arab language. It has been one of the psychological and social foundations underlying the unity of the region, and contributing to development and innovation of education and curricula throughout the Arab States.

Ethnic Ties

Arab Muslems constitute an overwhelming majority of the populations of the Arab Gulf States. This provides the region with an important link with all Arab countries. It may be noted that the Gulf region is the original homeland of theArabs, whose ancestry can be traced to one of two of the oldest historical tribes: Qahtan or Adnan. This common ancestry leads Arabs to view themselves as members of a broader Arab Nation, as well as citizens of their respective countries. This factor played an important role in the creation of a multi-national organization such as the Arab Bureau of Education.

Economic Development

The Gulf Arab States also share similar experiences in their rapid programs for economic development. A major problem has

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(1) Ibid, pages 5 & 6

been a shortage of specialized and highly skilled manpower. The combination of relatively high illiteracy and little industrial tradition has led the Gulf States to rely temporarily on foreign manpower and seek technical help from foreign countries, agencies, and individuals to assist in development and progress based on technical and scientific expertise.

These experiences provide a strong motive for their mutual cooperation toward solving problems of development, especially concerning the education and training of citizens for their expanding roles in future development plans. This also reinforces the need for overall coordination in the Arabian Gulf region. Continual efforts toward cooperation have resulted in regional programs in virtually all fields: education, information, petroleum, internal affairs and security, industry, commerce, finance and banking, planning and development, transportation, communication and post, social affairs, and youth health and welfare.

Many seminars and conferences have been held in which specialists, educators, and top level management officials have participated. (1) As a result, the development, unification, and innovation of education has emerged as one of the most important social priorities. All the Gulf States recognize that their development plans and budgets must aim at one major objective: the education of the citizens for their roles as the basic resource in the development process in accordance with the educational goals and foundations defined.(2) Objectives are to help ther individual attain functional experience that may give him utmost comprehensive development in moral, psychological, physical, mental, and social spheres, which may build up a vaulable human asset for the community. At the same time it would realize maximum development of society and environment, within the framework of Islamic and Arab values.

The importance of education was reflected in the establishment of the Arab Bureau of Education for the Gulf States. The Bureau's five major objectives are as follows: (3)

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(1) -The first seminar on Thought attended by Arabian Gulf Universities Rectors (Bahrain, January 1982)
-Future outlook of the Arabian Gulf University - a symposium held in Bahrain in May 1983

(2) Education & Needs of the Society in the Arab Gulf States by Dr. M.A. Rasheed; Op.Cit., Page 3.

(3) Regulations of the Arab Bureau of Education for the Gulf States(Arabic, 1983) pages 13-14.

1. To project the Arab and Islamic identity of the region and to reinforce the unity of its people. The education system should be based on Islamic scientific principles with clear objectives and procedures for implementation through Islamic faith with its comprehensive course for personal and social life systems.
2. To project Arab and Islamic culture as well as Arab and Islamic contemporary thought. This includes promoting the use of the Arabic language, facilitating its learning, and establishing it as the language of science, research, and commerce, stressing Arabic with its past heritage, present concerns, and future expectations.
3. To establish educational institutions and research centers. These organizations can become models of the region's commitment to future growth and development.
4. To encourage cultural cooperation by exchanging experiences, arranging educational meetings, and organizing an effective network of communication with other Arab and international educational institutions, stressing trends, demands and characteristics of the present and future.
5. To increase interdependence and mutual cooperation in the field of higher education. This includes the exchange of research among member states as well as experiences resulting from the operation of higher education institutes.

These five major objectives stress the needs of the Arab individual concerning his growth and career education in the Arab Gulf region.

III. Organizational Structure

In response to its broad educational and cultural mandates, ABEGS has established an organizational structure designed to achieve its objectives with maximum efficiency. At the core of this organization is the Bureau's administration, which has general responsibility for the Bureau's operations. Specific projects are implemented by specialized departments, individuals, and organizations. This section briefly reviews the nature and responsibilities of each of these key elements of the Bureau.

Administration

The governing body of the Bureau is the General Assembly, which consists of the Ministers of Education in the member states. At its biennial ordinary meetings, the General Assembly establishes the Bureau's broad policies as well as the plans for their implementation and development. It appoints the Director General of the Bureau upon nomination from the Executive Council. Qualifications for Director General include nationality in one of the Gulf States and experience in the field of education. The General Assembly approves the budget prepared by the Director General and submitted by the Executive Council.

The General Assembly is assisted by the Executive Council, which oversees and directs the Bureau's operations. Composed of Deputy Education Ministers for Educational Affairs in member states, the Council prepares the agenda for the General Assembly's biennial meetings as well as the draft budget. In addition, it supervises the implementation of programs, performs specific tasks assigned by the Assembly, and nominates the Bureau's Director General. All of these activities are performed during the council's biannual sessions. They exercise their powers on behalf of the General Assembly, although they represent their own governments. The Council has the right to seek advice and consultation in its meetings. It might also hold extra-ordinary meetings.

The two top administrators at the Bureau are the Director

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(1) Regulations of the Arab Bureau of Education for the Gulf States; Op. Cit. pages 14,75-77.

(2) Ibid pages 14-15

General and his assistant, the Deputy Director General. The Director General is alone responsible to the General Assembly and the Executive Council for the direction and supervision of all of the Bureau's numerous activities. He is assisted by the Deputy Director General, who represents the Bureau in member states and in Arab and international educational organizations.

Specialized Departments (1)

The Bureau has established three specialized departments in the following areas: education, science, and culture, in addition to conventional administrative and financial departments.

The Department of Education seeks to unify the educational goals and general foundations of curricula, education policies and textbooks, and upgrading the educational standard in the region. This department works for mutual exchange of experiences and information in the different areas of education. It urges the exchange of visits among specialists in education. It organizes joint programs, supports academic research, promotes regional cooperation, coordination, and integration of educational programs and manpower in the field of education. It also organizes scholarships among member states.

The Department of Science coordinates scientific efforts in member states and supports and coordinates exchange of experiences through conferences, seminars, and dissemination of scientific data, technologies, and conclusions of scientific experimental research. This department moreover coordinates activities of Scientific Research Centers in member states. It also performs activities and supervises projects in environments related to that of member states.

The Department of Culture emphasizes the Arab and Islamic heritage of the region, promotes the Arabic language, strengthens cultural cooperation in the mass media, and publishes educational and cultural journals. In addition to these activities, it strengthens the region's relations with foreign institutes concerned with Arab and Islamic studies; cooperates with the Arab Educational, Cultural, and Scientific Organization, as well as Unesco; and prepares agendas

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(1) Ibid, pages 8,79,80

of cultural and technical visits. It satisfies research requirements for other specialized departments and related bibliographical research, and supports programs of educational and cultural information systems in member states.

These three departments cooperate to organize joint programs, support academic research, and establish working relations with Arab, Islamic, and international educational, scientific, and cultural organizations.

Specialized Organs

In order to efficiently implement its various tasks and policies, the Bureau has established specialized organs that operate under its auspices. These joint academic and cultural bodies are the Council of Higher Education, the Arab Center for Educational Research, and the Arabian Gulf University Project Office.

The Council of Higher Education was established in 1979 and has a permanent secretariat located in the Bureau's headquarters in Riyadh, Saudi Arabia. The Council is an advisory body whose broad mandate is to propose methods of increasing coordination, integration, and cooperation among member states in matters relating to higher education. Its areas of interest include admission policies for students (including their transfer to other educational institutions in the region), policies for faculty exchanges, and standardization of degree requirements. Other important issues concern methods to develop higher education institutions, programs for opening academic centers, bilateral agreements among science centers, and exchange programs for books and publications of university libraries and documentation centers. All of these activities are to be carried out in a manner which promotes the Arab and Islamic heritage of the member states.

The Arab Center for Educational Research in the Gulf States which is located in Kuwait, conducts research on education, especially on subjects related to curriculum development. The Center's broad objective is to contribute to the development of human resources ensuring sufficiency, updating, and integration, which is essential for the region's social and economic development plans. (1)

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(1) Ibid, pages 87,88.

A main function of the center is to work toward the develcpment and unification of educational objectives, policies, systems, and institutions in the member states through research of curricula, textbooks, education technology, co-curricular activities, teacher education, in-service training programs, evaluation of student performance, teachers' efficiency, and program effectiveness in the regional institutes. The Center facilitates the exchange of research findings among the member states as well as with other Arab and international organizations, and offers educational consultation services for member states on demand.

The Arabian Gulf University Project Office is responsible for the establishment of the Gulf University in Bahrain. The Gulf University will be a unique university in both its structure and functions. It will have strong relationships with other regional universities as it represents and reflects the problems and aspirations of all the Gulf people. The University started functioning in 1982 when the College of Medicine initiated operations. The Colleges of Education and Sciences will be established in 1985.

The university is a regional scientific, non-political, non-profitmaking organ. The university with its faculties, institutes, schools, and research centers, shall participate in the development of education, higher education, scientific research and comprehensive development in member states. It aims in specific toward the following goals: (1)

1. To deepen Islamic Arab values by paying considerable attention to culture, civilization, sciences, Arab and Islamic literature, and directing all efforts and available potentials to meet this goal.
2. To prepare graduates and specialists in different areas of professional and scientific knowledge required by member states, especially in areas unavailable in local universities.
3. To conduct research in different fields of development, suggesting feasible solutions for economic, social, administrative, and technological problems.
4. To respond to the needs of member states through sponsoring seminars, symposiums, and intellectual, cultural, and

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(1) Ibid, pages 54, 55, 56.

scientific exhibitions, while concentrating on development of specialized and higher studies, and the exchange of experiences with universities, higher education institutes, and research centers.

5. To participate in the development and progress of human knowledge through training and preparing writers, thinkers, researchers, and scientists.
6. To attract international scientists and thinkers in areas of specialization related to the university's objectives and activities.

Students are admitted primarily through government nominations from member states. Five per cent of admissions might be allocated to non-member Arab States. The member states have signed an agreement to support the university financially. The authorities governing the university are:

The General Assembly

The Board of Trustees (includes a member of each country, the ABEGS Director General, and university Chancellor)

The University Council

The University Rector (Chancellor).

IV. Accomplishments

In its brief existence, the Bureau has established itself as a major source of educational research in the Gulf region. It has studied the main educational problems in the Gulf States, pre-service and in-service training of personnel, education for the gifted and handicapped, and unification of educational curricula, while allowing for individual needs and interests of member states. In addition, it has organized conferences, published professional and academic journals, and published directories of univeristy faculty, educational books and documents, and academic specialties. The following section explores the Bureau's major accomplishments in more detail, with a special emphasis on the development of curricula in the region.

Common Educational Philosophy

The Bureau has constantly pursued the objective of unifying educational goals and general foundations for curricula in the region. As a result of a number of studies conducted by the Bureau, comprehensive goals of education for the Gulf states were established. The main aim of these goals is to help the individual attain functional experience that will maximize development in the moral, psychological, physical, mental, and social spheres. At the same time, it aims to realize his active development of society and the environment, within the framework of Arab values and Islamic tenets.

Numerous studies have been conducted to determine the common elements shared by the member states in order to plan education curricula. From these studies recommendations were submitted in the following areas:

1. The general objectives of education at all levels;
2. Study plans in each field as well as syllabi and recommended textbooks;
3. Teaching methods;
4. Teacher's education and in-service training.

Joint Educational Programs

The Bureau has conducted many research studies and supervised several educational programs, including workshops in educational, scientific, and cultural fields. Representatives of all member states in the Bureau have actively participated in these workshops. Other programs involved joint visits of officials and education specialists in the region. These visits were essential in order to recognize the actual conditions of education and science in each member state. A number of conferences, camps, exchange visits, and seminars have been organized by the Bureau in several sectors and fields of education to allow for the exchange of experience among member states.

One of the major accomplishments was the Gulf Arab Cultural Week, which was organized with the cooperation of Unesco as well as other regional Arab and international organizations and was held in Paris in March, 1981. This was the first cultural meeting of the Gulf States held in a foreign country with the cooperation of an international organization in order to portray the Islamic and Arab character of the Arabian Gulf. Activities included a fine arts exhibition, a book exhibition, a crafts and industries exhibition, and folklore groups. Lectures and seminars dealing with culture, arts, science, and related aspects of national development were also presented.

Projects and Studies achieved and in progress

1. Exchange of visits among faculty, administrators, and students in different colleges and universities;
2. Exchange of visits, cultural weeks, and athletic competition among students, as well as programs for distinguished students;
3. Inter-library loan system among Gulf States' universities;
4. Intellectual integration among Higher Education institutions;
5. Mutual exchange of staff and visiting professors;
6. Coordination of efforts in the field of writing and trans-

lation of university textbooks;

7. The establishment of an Information Center (data base);
8. Problems of Higher Education, and different universities' potentials;
9. Activities of female students;
10. University educational guidance;
11. Correspondence education;
12. Teaching of Arabic language for non-Arabs and the establishment of an Arab Language Development Center;
13. Production of television films in cooperation with other organizations;
14. Introduction of computer and computerization of process;
15. Non-formal education;
16. The Gulf States Open University;
17. Technical and vocational education in member states;
18. Protection of archeologic sites in Gulf States;
19. Support to Arabic Studies Departments in foreign universities.

Intermediate Educational Plan

The Bureau believes that educational planning is the most promising area of future joint work in the region. Therefore, the Bureau has established an intermediate work plan (five to seven years). The plan projects the future activities necessary to achieve the Bureau's objectives. This work plan is being executed according to a well-defined annual standard of performance. Extensive coordination of efforts and resources will enable the Bureau to fulfill its objectives and functions in a timely and efficient fashion.

Cooperative Agreements with Arab and International Organizations

The Bureau has signed two cooperative agreements with the Arab Organization for Education, Culture, and Science in Tunis, Tunisia and with Unesco in Paris, France. The aim of these two agreements is to increase cooperation with the organization in all fields related to education, science, and culture. It is also hoped

that these agreements will facilitate the exchange of consultation and the conducting of joint work on issues of mutual interest, thereby avoiding duplication in the efforts in all related fields of activity. These agreements also allow the two organizations to provide professional training for delegated personnel of the Bureau.

Arabian Gulf University

At the Fifth General Conference of the Ministers of Education of the Arabian Gulf States in 1980, it was agreed to establish the Arabian Gulf University in Bahrain. This agreement resulted from the member states' wish to strengthen and to reinforce their respective efforts in the fields of development, higher education, and scientific research. Also, it was felt that the Gulf University would contribute toward the development of political, economic, and social life of the region by attracting students and faculty from all Gulf States and by joining their aspirations into a coherent force for the benefit of all.

The Arabian Gulf University is a non-profit, non-political academic regional establishment. Its budget is composed of the shares of the member states in addition to other sources. The contributions of the member states will be according to the same ratio as their share in the budget of the Bureau.

The University aims to create a suitable environment in which high calibre staff and motivated students will be prepared for their vital role in the intellectual and scientific leadership of the Arabian Gulf States. The University will also concentrate on high quality academic programs oriented towards the needs of the region's comprehensive development. The University will operate in an Arab Islamic environment while closely cooperating and collaborating with other national and international universities and research centers.

The University will not only offer programs leading to degrees but will also encourage and promote continuing education in a variety of fields, including in-service training for different professional groups. The University believes that staff education, including academic staff, is one of its basic objectives. It plans to establish a

formal Manpower Development Institute within its organization, which will facilitate training and constant interaction between its personnel and society.

The Arabian Gulf University started functioning in 1982 with the College of Medicine. The Colleges of Education and Science will be opening by September, 1983. The College of Medicine and Medical Sciences offers courses in pre-clinical and clinical medicine. Students will be offered degrees upon completion of the pre-clinical stage. They can proceed to options covering either the M.Sc. or the Ph. D. in Medical Sciences or a M.D. The College of Science will offer programs leading to a B.Sc., M.Sc. and Ph.D. in Biological Sciences (Botany, Zoology, Microbiology, Parasitology, Biochemistry, and Marine Biology), Earth Sciences (Geology, Petroleum, Hydrology, and Geophysics), Chemistry, Physics, Mathematics, Statistics, and Computer Science. The College of Science will also serve the College of Education students and will provide pre-medical courses for medical students. The College of Education will offer undergraduate degrees in science and education and literature, a higher diploma in education, specialized vocational and training courses, a Master's degree in educational sciences and a doctorate in educational sciences.

The Master Plan for the University will be implemented on three sites: the main site, the marine site, and the medical site. The University's facilities will be phased in over a twenty year period. Total student population is expected to rise from 330 in the first year to 10,000 when all facilities are completed. The University admits students according to the nomination of their governments and according to the conditions necessary for admission by each of the University's colleges. Thirty percent of the student vacancies in each major will be reserved for students from states in which this major is not offered in their local universities. The remaining seventy percent of the vacancies will be equally distributed among the member states, including those states for which the thirty percent of the vacancies has been allocated.

Admission will be limited to nationals of the member states who are members of the Arab Bureau of Education for the Gulf

States. However, students from other Arab countries may be admitted provided they meet the University's admission requirements. No more than five percent of the vacancies in all majors may be given to students from non-member Arab countries. Male and female students are studying separately.

Professional and Academic Publications

The Bureau published two professional and academic journals. "Risalat Ul-Khaleeg Al-Arabi," a quarterly journal, deals with cultural and educational affairs, while "Arab Gulf Journal of Scientific Research," a bi-annual journal, publishes original research in science and technology. A bibliography of educational books and documents in the Gulf region's libraries has also been published. We might enumerate herein some of the publications in Arabic and English which reflect the facts we have already mentioned:

1. Higher Education and Scientific Research in the Gulf States.
2. A Guide to Teacher of the Arabic Language to Non-Arabic Speakers.
3. Problems of University Textbooks in Gulf States Universities.
4. Educational Plans and Programs in Arab Gulf States.
5. Directory for Measurement of Educational System Efficiency.
6. Lectures in Educational Research.
7. Higher Education Statistics of Arab Gulf States.
8. Duties and Rights of Faculty in Arab Gulf States Universities.
9. Lectures in Educational Evaluation.
10. Participation of Planning in Education (translation).
11. The Educational Goals and General Foundations of Curricula for the Gulf States (Arabic and English).
12. Educational Planning and Social Change (translation).
13. Directory of Scientific Areas of Specialization in Arab Gulf States.
14. Long Term Educational Planning (translation).
15. Educational Supervision, its Actual Stages and Development.

V. Future Directions

The Gulf region is following a well-defined policy that will eventually lead to unification in all aspects of education and training. The Bureau plans to continue its role of encouraging scientific research that examines all aspects of joint training and educational programs. This research can help establish educational plans that support the region's plans for social and economic development.

The Bureau plans to continue arranging for meetings among scholars and students in different scientific, cultural, and educational fields in order to exchange experiences and skills and to strengthen professional and personal ties. All of these plans will be executed according to well-planned schedules that will by unified and coordinated.

Publishing houses for the Gulf region will be established in order to meet the region's requirements of books, translations, references, and educational periodicals. This will be one of the major projects of the Bureau.

A network of communication channels will be set up to connect all centers and departments contributing to the educational process in member states. This network will provide for accurate and prompt communications of educational experiences and information. The Bureau will focus its studies and research on education for the handicapped and the gifted in the region. Also, emphasis will be placed on strategies for improving pre-service and in-service training of the region's teachers.

Another major project of the Bureau will be publishing directories of faculty members of the universities in the Gulf region as well as academic specializations in these universities. The Bureau also plans to convene an annual international conference in one of the science fields.

The will to change, to progress, and to develop is widespread in the region. It is important that the latent creative abilities of the region's people should be stimulated and utilized in the development process. Through our reliance on the common bonds and strength of our people, we hope to secure for the region a bright future unified in both faith and thought.

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